THE RELATIONSHIP BETWEEN LEARNING READINESS AND ACADEMIC BURNOUT IN FULL-DAY SCHOOL STUDENTS AT MAN 2 MODEL PADANGSIDEMPUAN

Shafira Althasya[1] and Nurhayani[2]

[1,2]State Islamic University of North Sumatra, Medan, North Sumatra, Indonesia.
Email:shfralthasya@gmail.com

Abstrct: The purpose of this study was to determine the relationship between learning readiness and student academic burnout at MAN 2 Padangsidempuan Model. This research uses descriptive correlational quantitative method. The study population was 248 students and the research sample was 151 consisting of 56 male students and 95 female students. The sample was taken using the Simple Random Sampling method and using the Isaac and Michael formula with an error tolerance limit of 5% (0.05). Data collection instruments used observation, learning readiness scale and academic burnout scale. The data in this study were analysed using descriptive analysis techniques with statistical calculations in the form of frequencies and percentages and correlation analysis techniques using Pearson's Product Moment Correlation formula processed with the SPSS (Statistical Product and Service Solution) computer program relase 25.0 for windows. Based on the results of data processing, there is a significant negative relationship between learning readiness and academic burnout in class XI IPA students at MAN 2 Padangsidempuan Model with a correlation coefficient of -0.725 which indicates that there is a relationship between learning readiness and student academic burnout. The negative correlation coefficient number (-) indicates a relationship with a negative direction, namely the higher the readiness to learn, the lower the students' academic burnout, and vice versa, the lower the readiness to learn, the higher the students' academic burnout.

Keywords: Learning Readiness; Academic Burnout; Correlation.

INTRODUCTION

In life, the learning process will definitely be experienced by everyone, this process will later cause many changes in the person. various things that can change include abilities in certain fields, better attitudes and broader knowledge compared to before the process occurred. (Dalyono, 2015) reveals "learning is an activity that brings about changes in a person: changes in behaviour, attitudes, habits, knowledge, skills and so on". The various changes that exist are an expected behaviour, so in essence the main goal of this process is a change in behaviour that is as expected. Therefore, it is necessary to have readiness within oneself so that this goal can be achieved.

If readiness exists in a person, he will also be ready to face and respond in various situations. Slameto (2015) says "readiness is a condition that makes a person feel ready to face a certain condition or situation". Individual conditions in this case are related to physical and psychological, so that to achieve good readiness requires physical and psychological in good condition so

that individuals can follow the learning process as much as possible.

The quality and achievement of a student is largely determined by his readiness to follow the existing process. Agus Suyanto (2001) argues that student success in learning is largely determined by student readiness. Student success and achievement in learning can be determined by how students prepare themselves to learn. However, learning success essentially still depends on the learning process itself. Slameto (2015) suggests two factors that affect student success in learning, namely: External and internal factors. External factors are factors from the external side or the environment around the person such as family, community and school. While internal factors consist of three parts, namely fatigue factors (outwardly and inwardly), physical factors (physical condition) and psychological factors (thinking power, interest/talent, motivation, expertise, maturity, and readiness).

School is a child's second home. Every day about 8 hours are spent by a child at school, this is known as full day school. This means that the child will be at school for almost a whole day. Children like this certainly have little time to spend outside of school, even they tend to be difficult to be able to interact with the environment outside of school such as parents, relatives and the surrounding community. The difficulty of interacting can cause various disorders in children such as depression, easily disturbed psychology such as anxiety, unstable emotions, irregular sleeping hours, disturbed appetite to stress which greatly affects the health and development of children (Djaali, 2023).

According to Wiwik Sulistyaningsih (2018) Full Day School is an educational programme where all activities are at school (school all day) with integrated activity and integrated curriculum characteristics. With this approach, all programmes and activities of students at school ranging from learning, playing, eating and worship are packaged in one educational system.

Academic burnout is a condition where students will feel very tired because several things related to learning must be completed, there is a sense of dislike for learning and feel they do not have the ability or competence as a student (Schaufeli, Martínez, Pinto, Salanova, & Bakker, 2016). Various negative behaviours can be caused by academic burnout, including students not having the will to complete their work and assignments, bad attitudes, not attending classes, dismissal, decreased motivation and various other things (Rad, Shomoossi, Hassan, & Torkmannejad, 2017). This very bad impact is enough to explain that academic burnout should not be experienced by students.

The sense of boredom experienced by students is the result of various factors such as the weight of the tasks that must be done, the lack of attention from both family and teachers, the motivation that has been lost from students, and boredom because of the dense and long time used in full day school.

Learning that is carried out almost one day continuously will definitely focus on academic activities only and requires mental readiness in each student. This has an impact on children such as fatigue, emotional instability, reduced concentration, and various physical

disorders such as headaches and body aches. In essence, during school age, children do not only need to learn, but also need time to play and interact with many things outside of school.

Pre-research conducted on students in class XI of the Science programme found that there were several students who experienced boredom and were not ready to participate in learning activities due to the full day school programme. Students feel tired, lazy and not passionate about learning so that it can affect student achievement. So here the researcher wants to provide a good motivation to students so that they do not feel bored when attending full day school.

Terdapat empat gejala stres pada anak, yaitu: pikiran (merasa sulit konsentrasi, tidak tahu arah, merasa gagal dan memikirkan hal yang sama berulang kali), perasaan (kecemasan berlebih, cepat marah, *moody*, dan mudah merasa malu) perilaku (sulit berkomunikasi, mudah menangis, impulsif, dan berkurangnya selera makan), dan fisik (otot kaku, adanya keringat pada tangan dan dingin, kepala mudah sakit, leher dan punggung bermasalah, tidur dan perceraanaan yang turut terganggu) Ketika hal ini tidak segera ditanggulangi maka akan mengganggu fisik dan psikis seseorang Penerapan jam pembelajaran di sekolah sejak pagi hingga sore hari pada *full day school* di Indonesia ini memiliki sisi positif dan negatif. Sisi positifnya waktu anak di sekolah lebih panjang, sisi negatifnya anak mudah merasa jenuh dan stress, hal ini disebut dengan stress akademik

There are four symptoms of stress in children, namely: thoughts (difficulty concentrating, lack of direction, feeling like a failure and thinking about the same thing over and over again), feelings (excessive anxiety, quick temper, moody, and easily embarrassed) behaviour (difficulty communicating, crying easily, impulsivity, and reduced appetite), and physical (muscle stiffness, hand sweating and coldness, headache, neck and back problems, disturbed sleep and conversation) (Oktamiati, 2013). When this is not immediately addressed, it will interfere with a person's physical and psychological (Azizah & Rahayu, 2016). The implementation of learning hours at school from morning to evening in full day school in Indonesia has positive and negative sides. The positive side is that children's time at school is longer, the negative side is that children easily feel bored and stressed, this is called academic stress (Priskila & Savira, 2019).

Based on the background description described above, the researcher is interested in conducting research on "The Relationship between Learning Readiness and Full Day Student Academic Burnout at MAN 2 Padangsidempuan Model".

METHODS

The method used in this research is quantitative descriptive correlation. The purpose of this study was to determine the relationship between learning readiness and student academic burnout at MAN 2 Padangsidempuan Model. The research population was class XI of the science programme consisting of 7 classes and totalling 248 students. The research sample was 151 students consisting of 56 male students and 95 female students. The sample in the study was taken through the Simple Random Sampling method and using the Isaac and Michael formula with

an error tolerance limit of 5% (0.05). Simple Random Sampling is a simple random sampling method by not considering anything in a population (Kasmadi, 2017). The first step in using the Isaac and Michael formula is to determine the error tolerance limit expressed as a percentage. The accuracy of the sample in describing the population is characterised by the small error tolerance that exists. The data collection instruments used observation, a learning readiness scale adapted from Khalif Ashhabul Umam (2015) and an academic burnout scale adapted from Dea Mukti Maharani (2019), The indicators used on the Learning Readiness scale use Nasution Sorimuda, (2014) namely: (1) Attention to learning, (2) Motivation to learn, (3) Development of awareness. The indicators used on the Academic Burnout scale use the theory (Schaufeli et al., 2016) and the Semarang State University language institute has officially translated it, namely: (1) Exhaustion, related to feeling tired due to learning activities, (2) Cynicism, related to a cynical attitude and avoiding learning activities, and (3) Reduced academic efficacy, related to the emergence of doubts in academic activities. The data in this study were analysed using descriptive analysis techniques with statistical calculations in the form of frequencies and percentages and correlation analysis techniques using Pearson's Product Moment Correlation formula processed with the SPSS (Statistical Product and Service Solution relase25.0 for windows) computer program.

RESULT

Based on the validity test, the learning readiness scale consisting of 25 items was declared valid and the academic burnout scale consisting of 15 items as a whole was also declared valid.

The reliability test of this learning readiness and academic burnout scale uses statistical techniques with the Cronbach Alpha formula. The results of the learning readiness scale obtained a coefficient of 0.877. The results of the academic burnout scale obtained a coefficient of 0.609. Therefore, the reliable level of the learning readiness scale is included in the high category, while the reliable level of the academic burnout scale is included in the moderate category.

In this study, researchers used two techniques to analyse the data. First, descriptive analysis used to provide an overview or explanation of the level of learning readiness and academic burnout in class XI students of the science programme of MAN 2 Padangsidempuan Model. Second, correlation analysis used to show the relationship between learning readiness and academic burnout in class XI students of the MAN 2 Padangsidempuan Model Science programme.

1. Descriptive Analysis

The results of descriptive analysis of the learning readiness scale (X) and academic burnout scale (Y) are presented in the form of frequencies and percentages. As for after collecting data, the results of the learning readiness scale are obtained as shown in the table below:

Table 1
Distribution and Frequency
Learning Readiness Scale (X)

Categories	Score Interval	Frequency	Percentage (%)
Strongly Agree	105 - 124	13	8,6 %
Agree	85 – 104	55	36,4 %
Disagree	65 – 84	71	47 %
Not Agree	45 – 64	12	7,9 %
Strongly Disagree	25 – 44	0	0 %
TOTAL		151	100 %

Description:

For frequency 13, that is $: \frac{13}{151} \times 100\% = 8,6\%$

For frequency 55, that is $: \frac{55}{151} \times 100\% = 36,4\%$

For frequency 71, that is $: \frac{71}{151} \times 100\% = 47\%$

For frequency 12, that is: $: \frac{12}{151} \times 100\% = 7,9\%$

Based on table 1, it can be explained that students' learning readiness is in the category of strongly agreeing 8.6%, agreeing 36.4%, disagreeing 47% and disagreeing 7.9%.

As for the results of the academic burnout scale after collecting data, the results are obtained as shown in the table below:

Table 2
Distribution and Frequency
Academic Burnout Scale (Y)

Categories	Score Interval	Frequency	Percentage (%)
Strongly Agree	63 - 74	83	55 %
Agree	51 - 62	66	43,7 %
Disagree	39 – 50	2	1,3 %
Not Agree	27 – 38	0	0 %
Strongly Disagree	15 – 26	0	0 %
TOTAL		151	100 %

Description:

For frequency 83, that is $: \frac{83}{151} \times 100\% = 55\%$

For frequency 66, that is $: \frac{66}{151} \times 100\% = 43,7\%$

For frequency 2, that is $: \frac{2}{151} \times 100\% = 1,3\%$

Based on table 2, it can be explained that academic burnout in the category of strongly agree 55%, agree 43.7% and disagree 1.3%.

2. Correlation Analysis

The first step before analysing the data, researchers conducted a data normality test to meet the basic assumptions of correlation analysis.

Normality Test. Researchers use the Skewness and Kurtosis normality test with the provisions of normally distributed data, if the Skewness and Kurtosis Ratio values are between -1.96 to +1.96.

Based on the results of processed data on learning readiness (X) and academic burnout (Y) using the Skewness and Kurtosis normality test processed with the SPSS (Statistical Product and Service Solution) computer program relase 25.0 for windows, are as follows:

Table 3
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Unstandardized Residual	151	-12.48410	11.49648	.0000000	4.77537173	-.273	.197	-.128	.392
Valid N (listwise)	151								

From the table above, the skewness statistic value is -0.273 and the kurtosis statistic value is -0.128. To determine the ratio of Skewness data, the formula is used skewness statistical value divided by Std. Error. Meanwhile, to determine the ratio of Kurtosis data, the formula for the statistical value of kurtosis divided by Std. Error, so that from the calculation of these formulas, the Skewness Ratio value is -1.38 and the Kurtosis Ratio value is -0.32, which means that the data collected is declared normally distributed and has met the basic assumptions of correlation analysis so that further data can be analysed.

Correlation Coefficient Test

This test is carried out with the Product Moment Correlation formula. The purpose of the Pearson Correlation test is to determine how the relationship between variable X (Learning Readiness) and variable Y (Academic Burnout) where the level of relationship is seen from the Pearson Correlation value as seen in the following table:

Table 4
Relationship Degree Guidelines

Pearson Correlation Value	Relationship Level
0,00 – 0,20	No correlation
0,21 – 0,40	Weak correlation
0,41 – 0,60	Moderate correlation
0,61 – 0,80	Strong correlation
0,81 – 1,00	Perfect correlation

Tabel 5
Correlations

Variables	Statistics	Variables	
		Kesiapan Belajar	Burnout Akademik
Kesiapan Belajar	Pearson Correlation	1	-.725
	Sig. (2-tailed)		.029
	N	151	151
Burnout Akademik	Pearson Correlation	-.725	1
	Sig. (2-tailed)	.029	
	N	151	151

Judging from the correlation test calculation table above, it is obtained rxy = -0.725 and a significance value of 0.029, p <0.05. So it can be seen that variable X to variable Y has a correlation with the degree of relationship that the correlation is strong and the form of the relationship is negative.

In testing the hypothesis, researchers compared rcount with rtable using the data obtained from the Pearson correlation test calculation table above to determine the relationship between learning readiness and student academic burnout. To find out the value of rtable, the N-2 formula is used so that the rtable value = 0.159 is obtained. Judging from the correlation test calculation table above, the Pearson Correlation value (r_{hitung}) is known to be -0.725 with Sig = 0.029 (sig < 0.05), meaning that r_{hitung} is greater than rtable ($r_{hitung} > r_{table}$) so that it can be explained briefly that the correlation coefficient shows a relationship with a negative direction between learning readiness and academic burnout. Thus, the results of hypothesis testing explain that there is a relationship between learning readiness and student academic burnout can be accepted.

DISCUSSION

Academic burnout is a condition where emotional, mental and physical students experience fatigue simultaneously while participating in the learning process, the cause of this occurrence is learning activities that are carried out for a long time and continuously so that it will cause fatigue, worry about learning outcomes, and loss of enthusiasm for participating in academic activities. Muhibbin Syah (2016) says that academic burnout is a condition where students experience saturation so that their thoughts and wits do not work optimally when receiving new information and events which results in no improvement in quality and learning outcomes.

The results obtained after data collection and processing are student learning readiness with the category strongly agreeing 8.6%, agreeing 36.4%, disagreeing 47%, and disagreeing 7.9%. While the results of academic burnout with the category strongly agree 55%, agree 43.7%, and disagree 1.3%.

The results of analyzing the correlation test with the Pearson Correlation (Product Moment) formula obtained a correlation coefficient between variables X and Y of -0.725. The correlation coefficient value shows that there is a relationship between learning

readiness and academic burnout. The negative correlation coefficient number (-) indicates a relationship with a negative direction, namely the higher the readiness to learn, the lower the student's academic burnout, and vice versa, the lower the readiness to learn, the higher the student's academic burnout.

This research is in line with Nurul Aini (2021) which shows that the value of $F = 5.241$ where $P < 0.05$ with a correlation coefficient of -0.217. It can be interpreted that the e-learning readiness variable and academic burnout have a negative relationship. When e-learning readiness is higher, academic burnout will be lower, otherwise if e-learning readiness is lower, academic burnout will be higher.

In addition, this study is in line with research conducted by Fitri Fatimah Zuhra (2021) which shows that the correlation value obtained is -0.477 and the significance of $0.000 < 0.05$, so Ho is rejected and Ha is accepted, which indicates a correlation. With a moderate correlation between the two variables in a negative form, it can be understood that an increase in academic burnout in students will cause a decrease in student learning achievement.

This research has its own urgency in the world of education. The results obtained can be used as a benchmark for educators to follow up on issues related to learning readiness and student academic burnout. After it is known that learning readiness and academic burnout have a relationship, it is hoped that educators and schools will seek various ways to minimise academic burnout experienced by students because academic burnout results in decreased student readiness to

learn and will greatly affect student achievement and learning outcomes.

CONCLUSIONS

From the results of this study, it can be concluded that there is a significant negative relationship between learning readiness and academic burnout in class XI science programs at MAN 2 Padangsidempuan Model with a correlation coefficient of -0.725 which indicates that there is a relationship between learning readiness and academic burnout. The negative correlation coefficient number (-) indicates a relationship with a negative direction, namely the higher the readiness to learn, the lower the students' academic burnout, and vice versa, the lower the readiness to learn, the higher the students' academic burnout.

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